



NEWCASTLE SCHOOL

Guidelines for the Provision of Therapy Services in School

February 2019

PURPOSE

This document clarifies, defines and supports Newcastle School sites and therapy service organisations who seek to work in partnership to provide services to students attending the school during school hours.

RATIONALE

Newcastle School and therapy organisations share an interest in achieving positive educational outcomes for students through developing opportunities to strengthen collaborative partnerships with principals, teachers, parents, therapists and therapy organisations working within the school setting. The ultimate goal of this collaborative approach between education and therapy service provision is to ensure therapy provision during school hours enhances educational outcomes and curriculum access for our students.

THERAPY SERVICES IN THE SCHOOL SETTING

Newcastle School appreciates the contribution that therapy services can make to the lives of people with a disability; supporting them to reach their potential and enjoy meaningful relationships and experiences in their community.

In some cases, it is appropriate for therapy services to be delivered in the school setting where therapy is clearly linked to enhancing the attainment of positive educational experiences and outcomes. Such an outcome will require positive relationships between Newcastle School staff and therapy service providers.

ROLES AND RESPONSIBILITIES OF EDUCATION AND THERAPY ORGANISATIONS

The role of school in relation to therapy services is to liaise with families to facilitate any reasonable request for such a service during school hours which will lead to improved educational outcomes.

The role of the therapist when working in schools is to contribute to positive educational outcomes for students, in a planned, collaborative and cohesive manner.

GUIDING PRINCIPLES

- Student safety, wellbeing and educational development is the priority for any therapy service provided in the school setting.

- Schools are ultimately responsible for student educational outcomes. The decision as to whether a therapy service is to operate within the school is entirely at the discretion of the principal.
- Therapy service providers are responsible and accountable to the student and parents for the service they provide. School staff will not “sign-off” on any service conducted in the school as the agreement is between the parent and service provider.
- A collaborative approach between teachers, therapists, families and carers is in the best interest of the student and will assist in achieving positive educational outcomes.

GUIDING PRACTICES FOR RELATIONSHIPS

- The delivery of therapy services in schools **MUST** be planned and documented in partnership with the school and family or carers. In this way all stakeholders have a clear understanding of their roles and can resolve any arising issues in a collaborative manner.
- The student’s educational goals are developed within the school setting through an Individual Learning Plan process. Therapy services delivered in schools should link to a student’s plan.
- Effective relationships between therapists and teachers are responsive and have the flexibility required to meet educational goals where resources and priorities change.
- A high standard of confidentiality is maintained where information is shared between stakeholders.
- Any concerns regarding students or staff should be immediately brought to the attention of the principal.

OPERATIONAL GUIDELINES – NEWCASTLE SCHOOL

The following information provides a list of guidelines and a starting point for discussion between families, school and therapy providers.

It remains at the Principal's discretion to decide what services are delivered in schools or on school grounds, taking into consideration the educational needs and priorities for students and the school.

Before Sessions Commence

Commencement Schedule for Therapy Sessions

School staff require time to establish timetables, routines and develop an understanding of each student's individual needs. We seek your cooperation in ensuring timetabled therapy sessions do not occur until extensive consultation, with the student's Learning Support Team has taken place.

Therapy programs should be aligned with Individual Learning Plan (ILP) goals and contribute to the achievement of these goals.

When a service during school hours is proposed for a student, parents MUST use Appendix 1 to establish a request. A Learning Support Team meeting will need to be held to review a student's ILP and ensure any proposed therapy programs contribute to achieving these goals. Parents and therapist involvement is essential.

Mutual negotiation of suitable therapy times.

All parents and or therapists should arrange a mutually agreeable time with the student's teacher before sessions commence. This will ensure minimal disruption to a student's learning plan.

Changes to session times.

Consistency of routine is important to all students. We request any alterations to session times be negotiated with the class teacher prior to commencement of the new session time.

Completion of the school induction package.

To ensure the safety of all members of the school community, and to adhere to WHS requirements we ask that the school induction package be completed on the initial visit to the school. The induction package is located in the school foyer and we ask that therapists sign the induction booklet when they have completed the induction.

Working With Children Check.

New Departmental procedures for schools engaging the services of volunteers and contractors are in place. Please ensure you provide a copy of your Working With Children Check to the school admin staff, along with the completion of any paperwork requested. Your information **may** be submitted to the Department of Education for screening purposes.

Child Protection Awareness Training

It is a Departmental requirement that all external contractors working with children complete the Child Protection Awareness Training. This is an e-learning module and can be found at: www.det.nsw.edu.au/proflearn/cpat. A copy of the certificate of completion should be generated and provided to the school.

Anaphylaxis Awareness Training

It is a departmental requirement under their WHS obligations that all external contractors complete the online Anaphylaxis Awareness Training. The e-learning module can be found at: www.allergy.org.au/about-ascia/about-ascia-e-training. A copy of the certificate of completion should be generated and provided to the school.

Sign In / Out Register.

To ensure your safety in the event of an emergency evacuation or lockdown we ask that this register be completed before and after each visit.

Identification whilst on site.

Please wear your identification badge / tag whilst working in the school. If you do not have an identification badge available, please ask the admin staff for a Visitors Badge.

Session Location

Newcastle School believes that any provision of therapy services is best conducted in the classroom environment within the context of the timetabled key learning activities. It is acknowledged that in some situations withdrawal may be the most appropriate mode for service provision. Students remain under the duty of care of the classroom teacher whilst on school grounds, therefore a suitable location that can be adequately supervised must be negotiated with the school principal.

Review of therapy service in school

Whilst our school welcomes the provision of therapy during school time it acknowledges that not all proposed activities and lessons are conducive to being conducted in the classroom context. Some sessions have the potential to be disruptive to other learners in the classroom. The Learning and Support Team for individual students will review the suitability of a therapy session being conducted during school hours at the end of each semester, or as the need arises, with parents and therapists.

Class Teachers are responsible for the learning and management of all students during class time.

We encourage open communication between staff and therapists. However, class time is for teaching. Service providers will need to seek a mutually appropriate time for discussion and consultation. Each teacher has a small amount of time being relieved from face to face class duties and MAY be available during this time. Please negotiate a suitable time with the class teacher for this consultation.

REQUEST FOR NDIA SERVICE PROVISION TO BE CONDUCTED DURING SCHOOL HOURS

This form is to be completed by parents or carers in advance of any NDIS service provision commencing in school. Information should be completed after reading the Newcastle School – Guideline for the Provision of Therapy Services in School document. One form may be used for multiple service requests.

Student Name:		Class Teacher:	
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Service Provision Requested:	Organisation Delivering Service:
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<input type="checkbox"/> Speech Therapy	
<input type="checkbox"/> Occupational Therapy	
<input type="checkbox"/> Physio Therapy	
<input type="checkbox"/> Hydro Therapy	
<input type="checkbox"/> Other:	

Expected outcome or goal of therapy service.

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Frequency of Service	Session Time	Duration of Service
<input type="checkbox"/> Weekly	<input type="checkbox"/> 30 minutes	<input type="checkbox"/> Term One
<input type="checkbox"/> Fortnightly	<input type="checkbox"/> 60 minutes	<input type="checkbox"/> Term Two
<input type="checkbox"/> Monthly	<input type="checkbox"/> Other:	<input type="checkbox"/> Term Three
<input type="checkbox"/> Once or twice per term		<input type="checkbox"/> Term Four

Will there be a clear link between the therapy service goal and an ILP goal?	<input type="checkbox"/> YES	<input type="checkbox"/> NO
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Will the therapist be available to attend a Learning Support Team Meeting?	<input type="checkbox"/> YES	<input type="checkbox"/> NO
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<input type="checkbox"/> I understand that a decision will be made regarding the provision of therapy services during school hours after a Learning and Support Team Meeting for my child. <input type="checkbox"/> I understand that should no suitable times or learning spaces be available in my child's class the service cannot commence. The request will be placed "on hold" and reviewed at the end of each semester.	Parent Signature Date
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	Approved	Declined	On Hold / Review	
				Principal Signature / Date

Request for Therapy Service to be Conducted During School Hours

Principal receives Request for Therapy Service Conducted During School Hours

Learning Support Team Meeting or Individual Learning Plan Meeting Convened

No Link between Therapy Goals and ILP Goals

Link between Therapy Goals and ILP Goals Evident

Parents advised that Therapy Service cannot be conducted during School Hours.

Therapist has completed Mandatory Training requirements as per Guidelines

Yes

No

Negotiation of Learning Space requirements, and suitable times negotiated with Class Teacher and Principal *

Place Request "on hold" until requirements completed OR suitable times can be negotiated

Review End Semester One

Continue Service if appropriate

* Please note: There may be times that a clear link with therapy service provision and ILP Goals is established, however due to high demand or the inability to negotiate an appropriate time and learning space, the service request may need to be put "on hold" and reviewed the following Semester.